



LOYOLA
UNIVERSITY
CHICAGO

Preparing people to lead extraordinary lives

**EDUCATIONAL SPECIALIST (Ed.S.)
SCHOOL PSYCHOLOGY
PROGRAM HANDBOOK**

TABLE OF CONTENTS

OBJECTIVES OF THE PROGRAM	4
LOYOLA PHILOSOPHY AND POLICIES	4
PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE.....	4
ACADEMIC HONESTY	5
HARASSMENT.....	ERROR! BOOKMARK NOT DEFINED.
CANDIDATES WITH DISABILITIES	5
ALIGNMENT OF PROGRAM OBJECTIVES WITH.....	5
NASP STANDARDS AND LOYOLA'S	5
CONCEPTUAL FRAMEWORK.....	5
CHRONOLOGY OF THE PROGRAM	6
SEQUENCE OF COURSES AND DEGREES	6
<i>Sequence of Courses – Fall Entry 2010</i>	9
Fall	9
KEY DATES	11
SEQUENCE OF PERFORMANCE-BASED PROGRAM REQUIREMENTS	11
COURSEWORK	11
<i>Prerequisite Courses</i>	11
<i>Program Coursework (Students entering in fall 2008)</i>	12
SPECIFIC COMPONENTS OF THE PROGRAM	13
YEAR ONE.....	13
<i>School-based service learning externship (non-credit)</i>	13
<i>School-based service learning externship (non-credit)</i>	14
<i>M.Ed. IN EDUCATIONAL PSYCHOLOGY – COMPREHENSIVE PORTFOLIO EXAMINATION</i>	14
YEAR TWO	16
<i>School Psychology Practicum I & II</i>	16
YEAR THREE	18
<i>INTERNSHIP IN SCHOOL PSYCHOLOGY</i>	18
<i>Intern Candidates Who Have Not Been Continually Enrolled</i>	19
<i>ED.S. IN SCHOOL PSYCHOLOGY – COMPREHENSIVE PORTFOLIO EXAMINATION</i>	20
<i>Illinois State Board of Education Certification</i>	25
<i>Dispositions</i>	25
CLARIFICATION OF SOME PROCEDURES	26
GETTING ACQUAINTED	26
ORIENTATION TO THE PROFESSION	26
TECHNOLOGY/COMPUTER SKILLS	27
FIELD PLACEMENTS AND PROFESSIONAL ISSUES.....	27
PROGRAM PLAN	27
TRANSFER CREDIT	27
CANDIDATE RESPONSIBILITIES.....	28
EVALUATION OF CANDIDATES	28
DATE OF ADMISSION.....	29
EDUCATIONAL SPECIALIST LEVEL REQUIREMENTS.....	29
INCOMPLETE GRADES	29
PROFESSIONAL DRESS CODE.....	29
TIME LIMITS FOR THE COMPLETION OF THE ED.S. PROGRAM OF STUDIES.....	30
EXTENSIONS AND LEAVES OF ABSENCE	30
CHANGING ACADEMIC ADVISORS.....	30
ASSISTANTSHIPS	31

CERTIFICATION AS A SCHOOL PSYCHOLOGIST	31
PROGRAM FACULTY	32

**EDUCATIONAL SPECIALIST (ED.S.)
SCHOOL PSYCHOLOGY PROGRAM HANDBOOK
LOYOLA UNIVERSITY CHICAGO**

OBJECTIVES OF THE PROGRAM

The Educational Specialist (Ed.S.) program of studies in school psychology at Loyola University Chicago provides a sequential set of experiences that have been carefully planned with reference to the standards of the National Association of School Psychologists (NASP) as well as the certification requirements promulgated by the Illinois State Board of Education. The program is designed to emphasize a curriculum that provides for basic knowledge in psychology, an organized sequence of courses and experiences, and a program developed in response to the training needs demanded by the current roles and functions of school psychologists in the public schools of Illinois. Although some graduates go on to obtain advanced doctoral degrees in school psychology and related areas, the majority of the specialist degree recipients obtain employment in the public schools of Illinois. Therefore, the specialist degree program of studies emphasizes those skills and objectives that we believe best prepare the candidate for employment immediately upon completion of the program.

The primary goal of the Loyola University Chicago program is to train professional school psychologists with a strong basic theoretical knowledge base in psychology and the essential competencies to provide school psychological services in the schools. In order to reach this goal, the Loyola University Chicago program of studies includes a combination of theoretical and application components tied together within the context of a carefully planned sequence of courses and field experience offerings.

An effort is made to develop an active community of learners and researchers. All candidates are strongly encouraged to become active participants on a research team. Research teams have been established and have addressed topics such as: methodology, diversity, violence prevention, school discipline/positive behavioral interventions and supports, curriculum-based and performance-based assessment/measurement; school-based problem solving, inclusion and school policy, mental health programming in schools and communities, instructional interventions, school reform, use of the internet and technology in the classroom, school discipline policies, social justice, advocacy, outcome research, character education, evidence-based prevention and intervention, consultation, the prevention of health-risk behaviors in school-aged children, and the use of single-case research design.

LOYOLA PHILOSOPHY AND POLICIES

PROFESSIONALISM IN SERVICE OF SOCIAL JUSTICE

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seeks to develop professionals able to develop and offer educational opportunities for children, adolescents, and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know: the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason; reflect on

experiences of self and others; consider alternative perspectives; and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interactions, be actively engaged in learning and self-motivation; and maintain standards of professional conduct.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml.

HARASSEMENT-BIAS REPORTING

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

CANDIDATES WITH DISABILITIES

Candidates who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should contact the Office of Student Life at the Lakeshore campus to arrange for an evaluation of what accommodations may be needed. IF A CANDIDATE HAS A DOCUMENTED DISABILITY AND WISHES TO DISCUSS ACADEMIC ACCOMMODATIONS, THE CANDIDATE SHOULD CONTACT THE PROFESSOR WITHIN THE FIRST TWO WEEKS OF BEGINNING CLASSES.

ALIGNMENT OF PROGRAM OBJECTIVES WITH NASP STANDARDS AND LOYOLA'S CONCEPTUAL FRAMEWORK

The specific program objectives are met through a program designed within the context of the eleven National Association of School Psychologists' (NASP) domains of school psychology training and practice standards. The Illinois State Board of Education has developed school psychology training standards based upon the eleven NASP Domains (listed in the a document under "School Psychology Forms"), which Loyola also incorporates into its training model. Ed.S. candidates are expected to demonstrate competency in each of the eleven domains of professional practice. This competency requires both the acquisition of knowledge and skills that are demonstrated during the practica and internship. The program places a heavy emphasis on disciplined methods of inquiry, data-based decision making, and accountability. All of the eleven domains are interspersed throughout the program, taught at an introductory level in the

earlier courses and at a more in-depth level as the candidate progresses through the program. No one course covers a NASP domain in its entirety. The program also reflects the Loyola School of Education Conceptual Framework, also listed in a separate document under "School Psychology Forms".

The specific program objectives are based upon the NASP domains. The school psychology faculty, through coursework and mentorship of students, are committed to supporting the following program objectives:

- A. Ensuring the acquisition of a broad knowledge base and understanding of psychology, including such areas as the biological basis of behavior, learning, development, personality, social, and individual differences.
- B. Ensuring the acquisition of a broad knowledge base, understanding, and sensitivity to cultural diversity.
- C. Ensuring the acquisition of a comprehensive understanding of problems associated with the physical, cognitive, social, emotional, and educational development of exceptional children and youths.
- D. Developing competencies in psychological and educational assessment including a special focus on issues related to non-biased assessment of minorities and/or culturally diverse students.
- E. Developing competencies in individual and group counseling skills and preventive mental health consultative procedures.
- F. Developing competencies in instructional consultative procedures.
- G. Developing an understanding of and appreciation for the roles and functions of other pupil personnel service workers.
- H. Developing competencies in functioning in teamwork efforts and in-service training roles.
- I. Providing the candidate with the knowledge and experiences necessary to ensure a broad understanding of the profession of school psychology, including the history, roles and functions; the place of the school psychologist within the overall context of contemporary problems and issues facing the profession.
- J. Ensuring an understanding and appreciation of the organization, administration, and operation of the public schools, the various major roles of the personnel employed in the public schools, and acquiring a familiarity with contemporary curriculum and instructional developments in the schools.
- K. Developing the competencies necessary to interpret educational-psychological research and to apply research findings and procedures to instructional programming.
- L. Providing the candidate with the opportunities for individualized self-growth in those personal qualities that are believed to be essential for effective functioning as a member of a helping profession.
- M. Developing competencies in the areas of leadership and systems change within educational settings.

CHRONOLOGY OF THE PROGRAM SEQUENCE OF COURSES AND DEGREES

In pursuing an Educational Specialist (Ed.S.) degree in school psychology at Loyola, candidates obtain an M.Ed. degree in Educational Psychology and an Ed.S. Degree in School Psychology. To begin their program of studies, candidates are admitted to the M.Ed. Program in Educational Psychology. After successful completion of the M.Ed. program of studies in educational psychology, and with faculty approval, a candidate is admitted into the Ed.S. program of studies in school psychology. The Ed.S. in School Psychology is considered to be a degree between a Masters Degree and Doctorate degree. The Ed.S. Degree will allow candidates to be credentialed in Illinois as a certified school psychologist. This credential allows the candidate to practice as a school psychologist in the public schools in Illinois.

The first 30 credit hours obtained in the school psychology program leads to the M.Ed. degree in Educational Psychology, which is typically awarded in August after completion of year one in the program. A portfolio examination is also a requirement of the M.Ed. degree and is due on April 1st of the first year of study. Applications for the portfolio examination and for August graduation are due on December 1st. The graduation and portfolio applications are available on the school of education web site under "Forms". Following the successful completion of the M.Ed. degree in school psychology and faculty approval, students are admitted to the Ed.S. portion of the program at the beginning of the second year of study. Applications for entrance to the Ed.S. Program is included in the M.Ed. portfolio submitted on April 1st and can be found in the appendix of this handbook... Candidates work with their academic advisor in completing the M.Ed. comprehensive portfolio exam and application to the Ed.S. Program.

Once admitted to the Ed.S. portion of the program, students must successfully complete all course work, including an applied practicum in the schools. In year 3 all candidates complete a one year full-time internship in the schools. Candidates must also successfully complete the Ed.S. portfolio. The first submission is due on October 1st of year three (internship year). Candidates submit the Ed.S. comprehensive portfolio application on October 1st, along with the first portion of their portfolio. Please see the Portfolio section below for specific requirements. The second submission is due on February 1st of the same (third) academic year of the program.

A portfolio examination fee must be paid prior to submitting both the M.Ed. and Ed.S. examination applications. At the conclusion of their internship year, candidates graduate with an Ed.S. degree in School Psychology. Applications for the May Ed.S. graduation must be submitted by December 1st prior to the Spring semester when graduation is anticipated. Please see the printed Class Schedule for information about comprehensive examination fees.

SCHOOL PSYCHOLOGY PROGRAM
Sequence Of Courses- Fall Entry 2011

Tests And Measurement/Statistical Methods Exceptional Child

	Year 1	Year 2	Year 3
Summer 1st Session		<input type="checkbox"/> Assessment Of Infants & Preschool Age Children (Ciep 481) <input type="checkbox"/> Developmental Cognition (Ciep 466)	<input type="checkbox"/> Leading For Social Justice (Ciep 525) <input type="checkbox"/> Bilingual Bicultural Assessment (Ciep 474 - Elective) <input type="checkbox"/> Isbe State School Psychology Exam
Summer 2nd Session	<input type="checkbox"/> Take Basic Skills Test During First Year Of Study.	<input type="checkbox"/> Research Methods (Rmtd 400) <input type="checkbox"/> Psychopathology And Introduction To School Based Mental Health (Ciep 413)	<input type="checkbox"/> Biological Foundations Of Behavior (Ciep 484)
Fall	<input type="checkbox"/> Data-Based Decision-Making (Ciep 419)* <input type="checkbox"/> Seminar In Professional School Psychology (Ciep 462)* <input type="checkbox"/> Academic Assessments & Interventions (Ciep 477)* <input type="checkbox"/> School Psychology And Social Justice (Elps 432) <input type="checkbox"/> Apply M.Ed. Psych Graduation <input type="checkbox"/> Apply M.Ed. Psych Comp Exams	<input type="checkbox"/> Practicum In School Psychology I (Ciep 461)** <input type="checkbox"/> Prevention, Assessment, & Intervention: Social Emotional (Ciep 485)* <input type="checkbox"/> Multi-Cultural Counseling (Cpsy 433)	<input type="checkbox"/> School Psychology Internship (Ciep 486) <input type="checkbox"/> Ncsp Exam <input type="checkbox"/> First Section Of Ed.S. Portfolio Due Oct. 1st <input type="checkbox"/> Apply Ed.S. Graduation <input type="checkbox"/> Apply Ed.S. Comprehensive Exams
Spring	<input type="checkbox"/> Theories Of Counseling & Psychotherapy (Cpsy 423 – School Psych Only Section)* <input type="checkbox"/> Assessment Of School Age Children And Adults (Ciep 480)* <input type="checkbox"/> Legal Issues (Ciep 410) <input type="checkbox"/> Prevention, Assessment, & Intervention: Behavior (Ciep 482) <input type="checkbox"/> Apply Ed.S. School Psych Program	<input type="checkbox"/> Practicum In School Psychology Ii (Ciep 463)** <input type="checkbox"/> School-Based Consultation (Ciep 479)** <input type="checkbox"/> Prevention, Assessment, & Intervention: Advanced Skills (Ciep 544)	<input type="checkbox"/> School Psychology Internship (Ciep 486) <input type="checkbox"/> Second Section Of Ed.S. Portfolio Due February 1st

*=School Psychology Program Core Course (Required)

**=School Psychology Practicum I & Ii Must Be Taken Concurrently With Ciep 485 And Ciep 479.

Prerequisite Courses For Entering School Psychology Practicum:

<input type="checkbox"/> 419 Data-Based Decision Making	<input type="checkbox"/> 462 Seminar In Professional School Psychology
<input type="checkbox"/> 410 Legal Issues: Educational Disabilities	<input type="checkbox"/> 477 Academic Assessment And Interventions
<input type="checkbox"/> 423 Theories Of Counseling And Psychotherapy	<input type="checkbox"/> 480 Assessment Of School Age Children And Adults
<input type="checkbox"/> 432 Social Justice	<input type="checkbox"/> 482 Prevention, Assessment, & Intervention: Behavior
<input type="checkbox"/>	<input type="checkbox"/> Master's Degree
<input type="checkbox"/> All Core Courses Must Be Passed With A Grade Of B Or Better	

SCHOOL PSYCHOLOGY PROGRAM
Sequence of Courses – Fall Entry 2010

TEST AND MEASUREMENT/STATISTICAL METHODS EXCEPTIONAL CHILD

	Year 1	Year 2	Year 3
Summer First Session		<input type="checkbox"/> Psychology of Learning and development (♦CIEP) <input type="checkbox"/> Assessment of Infants and Preschool (CIEP 481)	<input type="checkbox"/> STATE SCHOOL PSYCHOLOGY EXAM <input type="checkbox"/> Bi-Lingual/Bi-cultural Assessment (elective) <input type="checkbox"/> Leadership and Systems Change (CIEP 466)
Summer Second Session	<input type="checkbox"/> Take BASIC SKILLS Test during first year of study	<input type="checkbox"/> Research Methods (RMTD 400) <input type="checkbox"/> Apply Ed.S. School Psych Program	<input type="checkbox"/> Biolog Found of Behav Sch (CIEP 484) <input type="checkbox"/> School Crisis Prevention and Intervention Strategies (CIEP 544)
Fall	<input type="checkbox"/> Data Based Decision Making(□CIEP 466) <input type="checkbox"/> Seminar in Professional School Psychology (♦CIEP 462) <input type="checkbox"/> Academic Assessments & Interventions (♦CIEP 477) <input type="checkbox"/> Multiculturalism for Social Justice (ELPS 432) <input type="checkbox"/> Apply M.Ed. Ed Psych Graduation <input type="checkbox"/> Apply M.Ed. Ed Psych Comp Exams	<input type="checkbox"/> Practicum in School Psychology I (♦CIEP 461)* <input type="checkbox"/> Social, Emotional, Behavioral Assessments and Interventions (♦CIEP 485)* <input type="checkbox"/> Multi-cultural counseling (CPSY 433)	<input type="checkbox"/> School Psychology Internship (♦CIEP 486) <input type="checkbox"/> NCSP EXAM <input type="checkbox"/> First Section of Portfolio Due Oct. 1 <input type="checkbox"/> Apply Ed.S. Graduation <input type="checkbox"/> Apply Ed.S. Comp Exams
Spring	<input type="checkbox"/> Theories of Counseling and Psychotherapy (CPSY 423 Special Section for School Psych. Only) <input type="checkbox"/> Assess of School Age Children and Adults (♦CIEP 480) <input type="checkbox"/> Legal Issues: Educational Disabilities) (♦CIEP 410) <input type="checkbox"/> Psychopathology (CIEP 413) <input type="checkbox"/> M.Ed. Portfolio Due April 1 <input type="checkbox"/> Apply Ed.S. School Psych Program	<input type="checkbox"/> Practicum in School Psychology II (♦CIEP 463)* <input type="checkbox"/> School Based Consultation (♦CIEP 479)* <input type="checkbox"/> Personality Assessment (♦CIEP 482)	<input type="checkbox"/> School Psychology Internship (♦CIEP 486) <input type="checkbox"/> Second Portion of Portfolio due February 1

*School Psychology Practicum I & II must be taken concurrently with CIEP 485 and CIEP 479.

Prerequisites for School Psychology Practicum:

<input type="checkbox"/> 401 Exceptional Child or equivalent	<input type="checkbox"/> 462 Seminar in Professional School Psychology
<input type="checkbox"/> 410 Legal Issues: Educational Disabilities	<input type="checkbox"/> 477 Academic Assessment and Interventions
<input type="checkbox"/> 423 Theories of Counseling and Psychotherapy	<input type="checkbox"/> 480 Assessment of School Age Children and Adults
<input type="checkbox"/> Prevention as an Intervention	<input type="checkbox"/> 413 Personality Assessment
<input type="checkbox"/> 100 hour Service Learning Project	<input type="checkbox"/> Master's Degree
<input type="checkbox"/> ALL♦ CORE COURSES must be passed with a grade of B or better	

Ed.S Program Sequence of Courses – Fall Entry 2009

- Tests and Measurement/Statistical Methods Theories of Personality
 Exceptional Child (CIEP 401 or Equiv. Course) Educational Psychology (CIEP 450 or Equiv. Course)

	Year 1	Year 2	Year 3
Summer 1st Session		<input type="checkbox"/> Human Development (CPSY 454) <input type="checkbox"/> Assessment of Infants & Preschool Age Children (CIEP 481)	<input type="checkbox"/> Leading for Social Justice (CIEP 525) <input type="checkbox"/> Bilingual Bicultural Assessment (CIEP 474 - Elective) <input type="checkbox"/> ISBE STATE SCHOOL PSYCHOLOGY EXAM
Summer 2nd Session	<input type="checkbox"/> Take BASIC SKILLS Test during first year of study.	<input type="checkbox"/> Research Methods (RMTD 400) <input type="checkbox"/> Apply Ed.S. School Psych Program	<input type="checkbox"/> Biological Foundations of Behavior (CIEP 484) <input type="checkbox"/> School Crisis Prevention and Intervention Strategies (CIEP 544)
Fall	<input type="checkbox"/> Data-Based Decision-Making (CIEP 419)* <input type="checkbox"/> Seminar in Professional School Psychology (CIEP 462)* <input type="checkbox"/> Academic Assessment and Interventions (CIEP 477)* <input type="checkbox"/> Multi-Cultural Counseling (CPSY 433)* <input type="checkbox"/> Apply M.Ed. Psych Graduation <input type="checkbox"/> Apply M.Ed. Psych Comp Exams	<input type="checkbox"/> Practicum in School Psychology I (CIEP 461)** <input type="checkbox"/> Social, Emotional, Behavioral Assessment and Intervention (CIEP 485)** <input type="checkbox"/> Psychology of Learning (CIEP 451)*	<input type="checkbox"/> School Psychology Internship (CIEP 486) <input type="checkbox"/> NCSP EXAM <input type="checkbox"/> First Section of Ed.S. Portfolio Due Oct. 1st <input type="checkbox"/> Apply Ed.S. Graduation <input type="checkbox"/> Apply Ed.S. Comprehensive Exams
Spring	<input type="checkbox"/> Theories of Counseling & Psychotherapy (CPSY 423 – School Psych Only Section)* <input type="checkbox"/> Assessment of School Age Children and Adults (CIEP 480)* <input type="checkbox"/> Legal Issues: Educational Disabilities (CIEP 410)* <input type="checkbox"/> Psychopathology (CIEP 413)* <input type="checkbox"/> M.Ed. Portfolio Due April 1st (Inc. 100 Service-Learning Hours) <input type="checkbox"/> Apply Ed.S. School Psych Program	<input type="checkbox"/> Practicum in School Psychology II (CIEP 463)** <input type="checkbox"/> School-Based Consultation (CIEP 479)** <input type="checkbox"/> Personality Assessment (CIEP 482)	<input type="checkbox"/> School Psychology Internship <input type="checkbox"/> Second Section of Ed.S. Portfolio Due February 1st

*=School Psychology Program CORE COURSE (Required)

**=School Psychology Practicum I & II must be taken concurrently with CIEP 485 and CIEP 479.

Prerequisite Courses for Entering School Psychology Practicum:

<input type="checkbox"/> 401 Exceptional Child or equivalent	<input type="checkbox"/> 462 Seminar in Professional School Psychology
<input type="checkbox"/> 410 Legal Issues: Educational Disabilities	<input type="checkbox"/> 477 Academic Assessment and Interventions
<input type="checkbox"/> 423 Theories of Counseling and Psychotherapy	<input type="checkbox"/> 480 Assessment of School Age Children and Adults
<input type="checkbox"/> 100 hour Service Learning Project	<input type="checkbox"/> Data-Based Decision-Making (CIEP 419)*
<input type="checkbox"/> 413 Psychopathology	<input type="checkbox"/> Master's Degree
<input type="checkbox"/> ALL CORE COURSES must be passed with a grade of B or better	

KEY DATES

FIRST YEAR

- ❑ DECEMBER 1: The application for the M.Ed. portfolio.
- ❑ DECEMBER 1: The application for graduation for M.Ed.
- ❑ FEBRUARY 1: Practicum Application due.
- ❑ APRIL 1: The M.Ed. portfolio.
- ❑ SERVICE LEARNING HOURS DUE

SECOND YEAR:

- ❑ Apply for Internship.
- ❑ PRACTICUM HOURS DUE

THIRD YEAR (Internship year)

- ❑ OCTOBER 1: The first part of the Ed.S portfolio.
- ❑ OCTOBER 1: The portfolio comprehensive examination application.
- ❑ DECEMBER 1: The application for graduation for Ed.S.
- ❑ FEBRUARY 1: The clinical portion of the portfolio.
- ❑ INTERNSHIP HOURS AND DAYS DUE

SEQUENCE OF PERFORMANCE-BASED PROGRAM REQUIREMENTS

- Grade of "B" or better in prerequisite courses (tests/measurements/statistics, Exceptional Child) and proficiency demonstrated in an Educational Psychology and Theories of Personality
- Accepted into M.Ed. program of studies in Educational Psychology program leading to Ed.S. in School Psychology degree
- Complete Illinois State Basic Skills Examination during first year of program
- December 1st - first year of study: Apply for M.Ed. Comprehensive Portfolio Examination and M.Ed. Graduation
- February 1st - first year: Practicum Application submitted.
- April 1st - Complete M.Ed. Comprehensive Portfolio Examination due. Application for Ed.S. program due.
- August second year – Obtain M.Ed. in Educational Psychology
- Fall second year - Accepted to Ed.S. program of studies.
- May second year – Apply for Internship eligibility. (Found on the School Psychology Website under "Forms")
- October 1st - Internship year - apply for Ed.S. Comprehensive Portfolio Examination and Ed.S. Graduation
- October 1st – Internship year - Part one of Ed.S. Comprehensive Portfolio Examination Due
- February 1st - Internship year – Part II Ed.S. Comprehensive Portfolio Examination

COURSEWORK

The total school psychology certification program of studies consists of 22 courses (**66 graduate semester hours**) and a culminating performance based comprehensive portfolio examination. A numerical order of courses is presented in a separate document on the School Psychology website under "Forms".

Prerequisite Courses

Two undergraduate courses are required as prerequisites before beginning the program. These courses must have been passed with a grade of "B" or better. The prerequisite courses are Statistics/Tests and Measurements and Exceptional Child. Two additional prerequisite courses or the equivalent, must be taken at either the undergraduate or

graduate level and be passed with a grade of "B" or better: Personality Theory and Educational Psychology (CIEP 450 or its equivalent.) These two courses may be taken at Loyola or at another institution prior to entry into the program.

Program Coursework (Students entering in fall 2010)

1) PSYCHOLOGICAL FOUNDATIONS (9 hours)

- Child Development and Cognition (CIEP 500)
- Psychopathology: Childhood, Adolescents (CIEP 413)
- Biological Foundations of Behavior in Schools (CIEP 484)

2) DIVERSITY (6 hours)

- Multicultural Counseling (CPSY 433)
- Leading for Social Justice (ELPS 432)

3) ASSESSMENTS (15 hours)

- Data-Based Decision-Making (CIEP 419)
- Academic Assessments and Interventions (CIEP 477)
- Assessment of School Age Children and Adults (CIEP 480)
- Assessment of Infants and Preschool Children (CIEP 481)
- Personality Assessment (CIEP 482)

4) INTERVENTIONS (9 hours)

- Theories of Counseling and Psychotherapy –Special Section for School Psychology Majors (CPSY 423)
- Social, Emotional, Behavioral Assessments and Interventions (CIEP 485)
- School Crisis Prevention and Intervention Strategies (CIEP 544)
- (Note: Interventions are integrated into the assessment, psychological foundations, and educational foundations courses.)

5) CONSULTATION (6 hours)

- School-Based Consultation (CIEP 479)
- Leading for Social Justice (CIEP 525)

6) STATISTICS AND RESEARCH DESIGN (3 hours)

- Research Methods (RMTD 400)

7) PROFESSIONAL SCHOOL PSYCHOLOGY (6 hours)

- Seminar in Professional School Psychology (CIEP 462)
- Legal Issues: Educational Disabilities (CIEP 410)

8) PRACTICA EXPERIENCES (6 hours)

- Practicum in School Psychology I (CIEP 461)
- Practicum in School Psychology II (CIEP 463)

9) INTERNSHIP (6 hours)

- School Psychology Internship (2 sections of CIEP 486)

10) Culminating Portfolio Examination

An ongoing candidate portfolio is maintained throughout the school psychology program of studies.

COURSE SEQUENCE RATIONALE

This carefully planned and monitored system of prerequisites ensures the integrity of a planned set of experiences and the efficient completion of the program. All candidates MUST take the Seminar in Professional School Psychology (CIEP 462) during the first fall semester of enrollment. A complete Candidate Study Plan for completion by the candidate along with his or her Academic Advisor is presented in the separate document on the School Psychology website under "Forms".

It is important to note that during the Practicum year, typically the second year of study for full time students, there are two courses that must be taken with the Practicum. During Fall Semester the candidate will take CIEP 461 – School Psychology Practicum I **AND** CIEP 485 – Social, Emotional, and Behavioral Assessments and Interventions. During the

Spring Semester the candidate will take CIEP 463 – School Psychology Practicum II **AND** CIEP 479 – School Based Consultation.

SPECIFIC COMPONENTS OF THE PROGRAM YEAR ONE

School-based service learning externship (Non-credit) 2009-2010 Academic Year

Candidates in their first year of study must complete 100 hours of service prior to the completion of the M.Ed. Portfolio. The goal of these hours is to support candidates in understanding the school and community context in which they will serve as school psychologists. In addition, these hours will serve to encourage candidates to consider ways in which they will carry out the social justice mission of Loyola University and The School of Education as they become professional school psychologists.

The hours will be divided between community service-learning, service in a school setting providing support in CBM/DIBELS norming or benchmarking, and shadowing school psychologists and/or other school professionals. The following is how the hours are broken down:

- I. 25 Hours – Assisting with CBM/DIBELS norming or benchmarking or similar projects
- II. 25 Hours – Shadowing/visiting a school psychologist, observing in a classroom, etc.
- III. 50 Hours – Community Service-Learning
 - a. These hours include serving in an approved school setting or community agency. Please complete your hours at one of the sites listed in the service-learning packet you receive during your school psychology seminar course (CIEP 462) or seek approval for a different school setting or community agency from faculty via the service-learning coordinator.

The hours completed must be participative in nature and the hours must be verified by certified school or community agency staff. If you have recent post-undergraduate experience in schools (e.g. as a classroom teacher), you will only have to complete 25 community service-learning hours (instead of 50) provided that you can document your previous experience (e.g. through a teacher contract, as well as volunteer hours signed by certified school staff). See the School Psychology website under “Forms” for appropriate documentation and time sheet forms for the 100 service-learning hours. The service-learning and shadowing opportunities available will be described in more detail in your professional school psychology seminar course (CIEP 462).

Students must successfully complete a criminal background check (including finger-printing) prior to serving in any school setting. The 100 hours must be completed by April 1st when the M.Ed. Portfolio is submitted for grading. These 100 hours are also a prerequisite for beginning the Practicum in the second year of the program.

School-based service learning externship (Non-credit)
***Changes to take effect during the 2010-2011 Academic Year**

Beginning in the Fall 2010, as part of the ELPS 432: Multiculturalism for Social Justice in Higher Education Course, candidates must complete 75 hours of direct service prior to the completion of the M.Ed. Portfolio. These hours are included as part of the 100-hour service learning requirement described above. The goal of these hours is to support candidates in understanding the school and community context in which they will serve as school psychologists. In addition, these hours will serve to encourage candidates to consider ways in which they will carry out the social justice mission of Loyola University and The School of Education as they become professional school psychologists.

The hours completed must involve service with children in an approved school setting or community agency. Please complete your hours at one of the sites listed in the service-learning packet you will receive when you start the program or seek approval for a different school setting or community agency from faculty via the service-learning coordinator. The hours must be verified by certified school or community agency staff. See the School Psychology website under "Forms" for appropriate documentation and time sheet forms.

Students must successfully complete a criminal background check (including finger-printing) prior to serving in any school setting. The 75 hours must be completed by April 1st when the M.Ed. Portfolio is submitted for grading. These 75 hours are also a prerequisite for beginning the Practicum in the second year of the program.

A minimum of 25 additional hours will be completed as part of the course requirements for CIEP 477: Academic Assessments and Interventions as well as CIEP 466: Data-Based Decision-Making. These hours may include indirect service such as CBM administration, assisting with norming and benchmarking efforts in schools.

M.Ed. IN EDUCATIONAL PSYCHOLOGY – COMPREHENSIVE PORTFOLIO EXAMINATION

The M.Ed. in Educational Psychology is awarded in summer of your first year. (Comprehensive portfolio examination is due in April of that year.) Candidates must complete an application to register for the comprehensive portfolio examination and M.Ed. graduation by **December 1st** during their first year of study.

The successful completion of the M.Ed. Comprehensive Portfolio Examination includes an application to the School Psychology Ed.S. program of studies. In order to pass the M.Ed. comprehensive portfolio exam all components must be at the "meets standard" level of competency.

The M.Ed. Portfolio is due on **April 1st** in the first year of study. The candidate will submit the portfolio to the program coordinator by **April 1st**. If April 1st falls on a Saturday or Sunday, then the Friday before April 1st is the due date. The candidate should place the following components in a sealed envelope: resume, transcripts, Illinois Basic Skill Examination documentation, and Ed.S. application. It is the candidate's responsibility to remove all identifying information from all other documents as well as to assure that all components of the portfolio are legible and carefully proofed. The program coordinator will assign a number to the portfolio. All other portfolio components will be scored blindly and a consensus score will be determined prior to opening the sealed envelope. The portfolios will be randomly assigned to the school psychology faculty.

All candidates will be informed as to whether they passed the portfolio by **May 1st**. If May 1st falls on a Saturday or Sunday, then the candidates will be informed of their status by the Monday after May 1st.

If a candidate does not pass a component of the portfolio, it is the candidate's responsibility to make an appointment with the program director to receive feedback regarding the exam results. The portfolio will be returned to the candidate with copies of the scored rubrics. The candidate will be given one LAST and FINAL opportunity to correct the portfolio. **The failed components are revised and** submitted to the program coordinator for review by **May 15th** for a second, and

last, reading. If May 15th is a Saturday, Sunday, school or national holiday, then the Friday before May 15th is the due date.

The revised components will be read by a second "blind" reader. The candidate will be informed as to whether the portfolio was passed by **May 30th**. If May 30th falls on a Saturday or Sunday, then the candidates will be informed of their status by the Monday after May 30th.

If the candidate fails ANY component of the portfolio during the second reading then the candidate will be withdrawn from the M.Ed./Ed.S. program. If the candidate chooses, he/she will be given an opportunity for remediation during the remainder of the Fall semester for the possibility of earning a terminal M.Ed. degree. Remediation will necessitate the candidate enrolling in an independent student for 1 credit hour during the remainder of the fall semester. The candidate will have to find a faculty member to work with them on the remediation of the failed components of the portfolio.

Candidates who fail the M.Ed. Portfolio after the second reading may be awarded a terminal M.Ed. in Educational Psychology if they successfully complete the remediation process. Candidates earning the M.Ed. in Educational Psychology through remediation will not be accepted to the Educational Specialist School Psychology Program.

M.Ed. Comprehensive Portfolio Components:

- 1) *The student's resume and **unofficial** transcript(s).
- 2) A detailed annotated bibliography that will be considered a work in progress. It is expected that the bibliography will represent all 11 NASP standards.
- 3) Using the annotated bibliography as a knowledge base the candidate will complete a brief paper for each standard which will discuss the relationship between these readings and the practice of School Psychology.
- 4) The Service Learning Project must be completed. The candidate must complete 75 hours of service. All of the hours do not have to be completed in the same setting. The 75 hours must be completed by April 1st when the M.Ed. Portfolio is submitted for grading. The service learning is an integral part of ELPS 432.
- 5) Technology Competency Grid
- 6) *Official documentation of passing the Illinois Basic Skills Examination (this should be a Xerox copy of the state form.
- 7) *Official documentation of results of required fingerprinting and background check.
- 8) *An application to the Ed.S. Program (see the School Psychology website under "Forms").
* **Items should be placed in a sealed envelope.**
Also include a copy of the scoring rubric. Each required component should be preceded by a copy of the scoring rubric for that particular item. Students are not to place the entire scoring rubric in the front of the portfolio.

See the School Psychology website under "Forms" for the M.Ed.Comprehensive Portfolio Exam Scoring Rubric.

Portfolio Scoring Information

All candidates must show that they meet the standards of the program by completing each component of their respective portfolio. Each portfolio component must be completed independently, with individual products. The candidate must "meet all minimum standards" in each component in order to pass the comprehensive portfolio exam.

YEAR TWO

School Psychology Practicum I & II

There are two School Psychology Practicum courses that must be taken in sequence. The Practicum in School Psychology I course (CIEP 461) is taken during the fall semester of the second year of study. The Practicum in School Psychology II course (CIEP 463) is taken during the spring semester of the second year of study. The following courses must be completed before pursuing the first Practicum (CIEP 461): CIEP 401 and 450 (or equivalent); 410; 462; 477; 480; 482; and CPSY 423. Candidates must have earned a Master's degree prior to being formally accepted into the practicum. Candidates must receive a grade of B or better in their core school psychology courses (CIEP 410, 462, 477, 480, 481, 482) before enrolling in the school psychology practicum courses. In addition the 100 hour service learning project must also be completed. Applications for the practicum should be filed by **February 1st** prior to the fall semester practicum (CIEP 461). The application form is available on the School Psychology website under "Forms".

Candidates are assigned to practicum sites that have been established in cooperation with the program faculty. These sites have been carefully selected because of the diversity of school psychology roles available to the candidate and because of the strong set of professional experiences and skills of the site-based school psychologist supervisor. If a candidate wishes to pursue a practicum experience in a specific setting that has not been pre-approved by the program faculty, the practicum instructor must be contacted before February 1 to apply for a special request site review. Candidates must complete the practicum in a setting outside of their regular employment. Candidate preferences for assignment location and days will be honored, as much as possible.

Each candidate will be assigned to a practicum site for two full school days per week or four half days per week. A total of 600 hours must be completed in practicum activities outside of the classroom. In addition, attendance at a number of specified classes held on campus is required. Additional time in which to discuss selected topics will be set aside each week for consultation with the practicum course instructor and/or peers. In conjunction with the field placement, each candidate must also complete a series of applied practicum-based projects that are aligned with NASP standards and are designed to demonstrate the competencies gained during the practicum. These structured clinical activities provide documentation of practicum experiences and other assignments relative to Illinois rules and regulations for special education, interviews of central office administrators, and other individually determined projects.

The following overarching goals are part of the school psychology practicum:

- 1) Candidates will be exposed to school settings and/or cooperatives in an effort to give them an opportunity to observe school psychologists, to gather information about school systems, and to understand the interrelationships between the schools and the professional practice of school psychology. Activities include directed observations, attending MDC meetings, problem-solving meetings, etc. These assignments include assessments, progress-monitoring, behavioral and academic interventions, and consultations.
- 2) Candidate will have an opportunity to practice assessment, intervention, and consultation skills. A special focus is given to two specific tasks. The first of these would be the completion of two complete case study evaluations, problem solving cases (or reevaluations) under the supervision of a certified school psychologist. The second would be to provide opportunities to complete evaluations utilizing non-normative measures such as curriculum-based assessments and/or functional analyses of academic performance problems.
- 2) Candidates will complete TWO school-based consultation cases from beginning to end; a consultation on an individual student and a consultation case at the classroom level. The consultation case should involve consultation with the teacher or an intervention team with whom the candidate will follow-up on an ongoing basis. The emphasis here is to provide the school psychology practicum candidate with some exposure to problem-solving intervention options available to them, data-based decision making and other models of

problem-solving. These consultations will be two of the required assignments for School-based Consultation (CIEP 479).

YEAR THREE

INTERNSHIP IN SCHOOL PSYCHOLOGY

Currently, under the program approved by the State Teacher Certification Board, the University Program has the responsibility for: (1) approval of internship sites and (2) approval of intern supervisors and (3) approval of internship eligibility. The school psychology Ed.S. internship consists of 1200 hours of supervised work completed within a school setting during a nine month school year. Two hours a week of direct supervision must be provided by the site supervisor.

It should be noted that a candidate will not be approved to pursue an internship unless they have an overall 3.00 GPA and have earned grades of "B" or better in the programmatic core courses (e.g., CIEP 410, CIEP 461, CIEP 462, CIEP 463, CIEP 477, CIEP 479, CIEP 480, CIEP 481, CIEP 482, CIEP 485.) (Candidates must have completed all coursework and the practicum prior to final approval for the internship.) (If a candidate has not attended any classes for over a year prior to applying to the internship, then the candidate's skills will need to be assessed by the faculty prior to beginning the internship and remediation may be required.)

GETTING AN INTERNSHIP

The University or, more specifically, the faculty member assigned to teach the internship courses (CIEP 486) assumes the responsibility for: (1) review and approval of individual internship plans (see the School Psychology website under "Forms" for the Internship Plan); (2) periodic evaluation of the intern's progress during the internship; and (3) final certification recommendation, in conjunction with the program coordinator, internship site supervisor, and other University supervisors.

A candidate endorsed for internship by the program director may contract for an internship in any district or community that has program approval from the University. A student may complete an internship in the same district or co-op as their practicum, but it must be in a different school and with a different supervisor. Program faculty, including the coordinator and the faculty member assigned to teach the internship course, assist the candidate in any way they can to obtain an internship that offers the best possible training experiences for that candidate. However, it is the student's ultimate responsibility to obtain the internship. Students cannot accept an internship offer before March 1st. Throughout the course of training, candidates **record the number of supervised clinical hours accumulated during both practica as well as other supervised field based experiences (Excel Practica and Internship Logs will be provided prior to beginning each field experience)**. Candidates should request that **two or three** professors and/or supervisors write letters in support of their applications for a school psychology internship.

YOUR INTERNSHIP YEAR

During each semester of his/her internship experience, the school psychology candidate enrolls in CIEP 486 for three semester hours of credit. There are specific course requirements during the internship that are considered an integral part of the internship experience. The internship class meets monthly during the course of the internship and these classes have required attendance. School psychology interns are also strongly encouraged to attend and participate in the regularly scheduled student, faculty, administrator, and staff conversations, the on-going colloquium series, and the workshop presentations held on campus. The evaluation procedures for the internship course include but are not limited to the following:

1. Visits to the internship site once or twice each semester by the course instructor. These visits include:
 - a. Collaborative consultation with the internship supervisor,
 - b. Collaborative consultation with the intern.
2. Periodic telephone conferences among the site supervisor, intern, and course instructor are interspersed between the site visits and the CIEP 486 seminar discussions.
3. Evaluation reports from the internship site supervisor are sent directly to the internship course instructor.
4. Periodic evaluation reports from the intern are sent to the course instructor.
5. Attendance at required class meetings.
6. Weekly reflective logs.

7. Daily Excel logs.

Grading in the internship course technically is on a pass-fail basis. However, University regulations require the assignment of a grade in all graduate-level courses. If the final internship site supervisor's evaluation letter is favorable and the internship course instructor agrees that the internship has been successfully completed, a passing grade (A or B) is assigned each semester and the intern receives six hours of academic credit. If the final internship site supervisor's evaluation letter is unfavorable and the course instructor agrees with its contents, a failing grade (F) will be assigned for both semesters, and no credit hours will be earned.

INTERNSHIP CERTIFICATION

In the final evaluation report, the supervisor also makes a recommendation regarding the endorsement of the intern for school psychology certification. The recommendation is as follows:

- 1) Unconditional recommendation for endorsement.
- 2) Conditional recommendation for endorsement (e.g., upon completion of an additional semester of internship).
- 3) Recommendation, unconditionally, against endorsement.

In each instance in which there is to be conditional endorsement or no endorsement, it is assumed that the intern and course instructor would be aware of this fact some weeks prior to the submission of the final report, and a special effort would have been made to help the intern successfully complete the internship. If the course instructor and program faculty concur on the supervisor's recommendation to deny certification and the intern is in disagreement, appeal procedures as specified in University and School of Education regulations may be initiated by the intern.

If the intern supervisor and course instructor and/or program faculty are in disagreement as to the recommendation for certification, a school psychology representative from ISBE and/or DUSPP would be asked to serve as mediator in an attempt to settle the dispute.

If the internship site supervisor, course instructor, and program faculty are in agreement that a candidate should be certified, the course instructor and/or the program coordinator make(s) the final recommendation with respect to the certification process.

Intern Candidates Who Have Not Been Continually Enrolled

At times, a student may take a leave prior to beginning an internship. If this is the case, students will be required to enroll for one semester of independent study (CIEP 498) and complete a project in the schools to be determined by the student and internship supervisor.

OUT OF STATE INTERNSHIPS

Often Loyola candidates seek internships in a state other than Illinois. Loyola is supportive of this endeavor. The candidate is responsible for finding his/her own internship and supervision from a NASP approved university program, in the out of state placement. Alternatively, the candidate may attend class at Loyola via videoconferencing. All interactions with out of state Intern Supervisors will be done electronically. The candidate must register for the internship seminars (CIEP 486) at Loyola University Chicago for both fall and spring semesters. Additionally, the candidate must use the Loyola Internship Plan and must meet all deadlines established by the Loyola Intern Supervisor.

Loyola is also supportive of candidates coming from out of state who wish to complete their internship in Illinois. These candidates should register for their internship courses at their home university. Loyola needs to receive a letter from the candidate's home university program director making the request to complete the internship in Illinois and verifying the candidate's status in their respective program. If the candidate wishes to be certified in Illinois, then the candidate must utilize the Loyola Internship Plan.

ED.S. IN SCHOOL PSYCHOLOGY – COMPREHENSIVE PORTFOLIO EXAMINATION

Ed.S. candidates must register for the comprehensive portfolio examination and graduation at the Graduate School of Education Office by **October 1st** of their internship year. The application form is returned to the student services office. The comprehensive portfolio examination application is submitted to the program coordinator, while the Ed.S. degree conferral application is given to the associate dean of student affairs.

The Ed.S. portfolio will be completed in two phases. The resume, Standard 8, 9, and 10 are to be turned in October 1st. If October 1st falls on a Saturday or Sunday then the components are due the Friday before. The program coordinator will assign a number to the portfolio so there should be no identifying information within the documents included, such as the resume. The portfolios will be randomly assigned to the School Psychology faculty and returned by November 1st. If the candidate does not pass a component of the portfolio it is their responsibility to make an appointment with the program director for feed-back regarding the portfolio process. The candidate will be given the opportunity to satisfy the requirements one more time. The candidate should turn in clean copies of the revised portions by December 1st. At that time a different faculty member will read and score these sections. If the student fails to pass the portfolio at this time he/she will meet with the program director and a decision will be made at that time regarding remediation requirements, if appropriate.

Part 1 (Resume, Sections 8, 9, 10) of the Ed.S. portfolio is due on **October 1st**, and the remaining components will be due on February 1st of the internship year. The candidate will submit the portfolio to the Program Coordinator on these dates. If the due date falls on a Saturday or Sunday, then the Friday before is the Portfolio due date. The candidates should place the following components in a sealed envelope: transcript, resume, video recordings, and internship log. It is the candidate's responsibility to remove all identifying information from all other documents (i.e. candidate name, name of school district, supervisor name, etc.). The Program Coordinator will assign a number to the portfolio so there should be no identifying information within the documents. It is the candidate's responsibility to make sure all components of the portfolio are legible and carefully proofed; and that the videos are cued to the appropriate place on the tape and are of viewable quality. All other portfolio components will be scored blindly and a consensus score will be determined prior to opening the sealed envelope. The portfolios will be randomly assigned to the school psychology faculty. Any technical difficulties may result in the component being returned or failed.

Information about whether the candidate has passed all the components of the culminating portfolio exam will be sent to the candidate by **November 1st**. If November 1st falls on a Saturday or Sunday, then the candidates will be informed as to their status by the Monday after November 1st.

Part 2 (Sections 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 14) of the Ed.S. Portfolio will be due February 1st and returned by March 1st.

If the candidate does not pass a component of part 1 or part 2 of the portfolio, it is the candidate's responsibility to make an appointment with the program director to receive feedback regarding the portfolio process. The portfolio will be returned to the candidate with copies of the scored rubrics. The candidate will be given the opportunity to satisfy the portfolio requirement a second and final time.

The failed components of the portfolio, with no comments from the first reader must be submitted to the program coordinator for review by **December 1st (failed components of part 1) and April 1st (failed components of part 2)** in order to determine whether this academic requirement is met in partial fulfillment of requirements for the Ed.S. degree in School Psychology. If December 1st or April 1st falls on a Saturday, Sunday, or holiday then the portfolio must be submitted the Friday before the due date.

The failed components of the portfolio will then be read by a second "blind" reader. The candidate will be informed of whether they passed the portfolio by **January 15th (failed components of part 1) and April 15th (failed components**

of part 2). If these dates fall on a Saturday, Sunday, or holiday, then the candidate will be informed of their status by the following Monday. The candidate may walk in the graduation ceremony; however the decision as to whether the candidate graduates is dependent upon passing the culminating portfolio graduation requirement. If the candidate fails ANY component of the portfolio during the second reading, then the candidate will not be approved for graduation and certification. If the candidate chooses, he/she will be given an opportunity for remediation during the following fall semester. If the portfolio is passed, the candidate will be able to graduate at the end of the fall semester.

Remediation will necessitate the candidate enrolling in an independent study for 1 credit hour during the fall semester. The candidate will have to find a faculty member to work with him/her on the remediation of the portfolio. If a clinical component of the portfolio was failed, it is the candidate's responsibility to find a site to complete the clinical portfolio components. If the candidate fails the remediation process then the candidate will not receive the Ed.S. degree. Two readers will evaluate the remediated portfolio, the independent study instructor and a second independent reader. Both readers must pass the entire remediated portfolio in order for the candidate to receive the Ed.S. degree.

Summary of Ed.S. Comprehensive Portfolio Examination Key Dates (All dates occur during Internship year)

- Oct. 1st – Register for Comprehensive Portfolio Examination and Graduation at Graduate School of Education.
- Oct. 1st – Part 1 (Resume, Standards 8, 9, and 10) must be submitted to the Program Coordinator.
- Nov. 1st – Graded Part 1 of Portfolio returned to Candidate.
- Dec. 1st – Re-submission of any Part 1 sections not passed to Program Coordinator.
- Jan. 15th – Candidate notified of results of re-submission of Part 1 sections.
- Feb. 1st – Part 2 (Standards 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, and 14) must be submitted to the Program Coordinator.
- Mar. 1st – Graded Part 2 of Portfolio returned to Candidate.
- Apr. 1st – Re-submission of any Part 2 sections not passed to Program Coordinator.
- Apr 15th – Candidate notified of results of re-submission of Part 2 sections.

Ed.S. in School Psychology Comprehensive Portfolio Components:

NASP STANDARD	PORTFOLIO COMPONENT(S)
<p>Standard 1: Data-Based Decision Making and Accountability The competent School Psychologist understands that data-based decision making permeates every aspect of professional practice and has knowledge of a variety of models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, and measuring progress and accomplishments. The competent School Psychologist uses such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Traditional Case Study Evaluation • Problem Solving Case • Consultation/Collaboration Case • Article Critique • Internship Log • Service Learning Project
<p>Standard 2: Consultation and Collaboration The competent School Psychologist has knowledge of behavioral, mental health, collaborative, and other consultation models and methods of applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision making processes at the individual, group, and systems level</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Service Learning Project • Problem Solving Case • Positive Behavior Support-Consultation • Internship Log
<p>Standard 3: Learning and Instruction The competent School Psychologist has knowledge of human learning processes and of direct/indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent School Psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Traditional Case Study Evaluation • Problem Solving Case • Positive Behavior Support-Consultation • Internship Log • Service Learning Project • Impact on Student Learning final project
<p>Standard 4: Socialization and Development of Life Skills The competent School Psychologist has knowledge of human developmental processes and of direct/indirect services, including consultation, behavioral assessment/intervention, and counseling applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent School Psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Traditional Case Study Evaluation • Problem Solving Case • Positive Behavior Support-Consultation • Internship Log

NASP STANDARD	PORTFOLIO COMPONENT(S)
<p>Standard 5: Student Diversity in Development and Learning The competent School Psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent School Psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Service Learning Project • Traditional Case Study Evaluation • Problem Solving Case • Positive Behavior Support-Consultation • Reflective Paper • Internship Log
<p>Standard 6: School and Systems Organization, Policy Development, and Climate The competent School Psychologist has knowledge of schools and other settings as systems, and works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, and supportive learning environments for children and others</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Service Learning Project • Positive Behavior Support-Consultation • Multimedia Presentation • Internship Log • Service Learning Project
<p>Standard 7: Prevention, Crisis Intervention, and Mental Health The competent School Psychologist has knowledge of human development and psychopathology and associated biological, cultural, and social influences on human behavior. The competent School Psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well being of students</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Positive Behavior Support-Consultation • LSCI transcript & Reflection • Internship Log
<p>Standard 8: Home/School/Community Collaborations The competent School Psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent School Psychologist has knowledge of methods to involve families in education and service delivery. The competent School Psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Service Learning Project • Multimedia Presentation • Internship Log • Service Learning Project
<p>Standard 9: Research and Program Evaluation The competent School Psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Two selected papers • Critical Review of Article • Internship Log

NASP STANDARD	PORTFOLIO COMPONENT(S)
and program evaluations leading to the improvement of services	
<p>Standard 10: School Psychology Practice and Development The competent School Psychologist has knowledge of the history and foundations of the profession; of various service models and methods of culture, language, ethnicity, race, and gender; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Service Learning Project • Two selected papers • Internship Log • Praxis Exam
<p>Standard 11: Technology Standards The competent School Psychologist has knowledge of relevant information sources and technology, and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Technology Presentation • Multimedia Presentation • Videotape/stream of an applied school psychology activity • Internship Log
Developing a sense of social justice	<ul style="list-style-type: none"> • Reflective Paper • Internship Log
Development of self as an ethical person	<ul style="list-style-type: none"> • Reflective Paper • Internship Log

Portfolio Scoring Information

All candidates must show that they meet the standards of the program by completing each component of their respective portfolio. Each portfolio component must be completed independently, with individual products. The candidate must “meet all minimum standards” in each component in order to pass the comprehensive portfolio exam.

Illinois State Board of Education Certification

A formal recommendation (e.g., completion of ISBE Form 73-03) for school psychology endorsement is mailed to the Illinois State Board of Education (ISBE) only after all coursework, practica, internship, and comprehensive portfolio examination have been successfully completed. In addition, the candidate must sit for and pass the ISBE Basic Skills and School Psychologist Specialist Examination before final state certification is granted.

Dispositions

Professional school psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional school psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in school psychology training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional school psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to students, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on students, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues). Thus, the professional school psychologist and researcher must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice and research. We have outlined the criteria for evaluating dispositions in another document on the School Psychology website under “Forms”. We utilize this document as we review student progress under NCATE guidelines on an annual basis.

CLARIFICATION OF SOME PROCEDURES

GETTING ACQUAINTED

Prior to beginning the program and within the first semester, it is recommended that the candidate becomes acquainted with their advisor, the program graduate assistant, the program secretary, and as many faculty members and fellow candidates as possible. This is the time to become active in the School Psychology Student Organization and to participate in the numerous activities offered by the university.

ORIENTATION TO THE PROFESSION

An effort is made to develop an active community of learners and researchers. From the outset, candidates are encouraged to avail themselves of opportunities to develop an identification with the profession of school psychology. Candidate orientation meetings sponsored by the School of Education are designed to acquaint candidates with the broad outlines of the profession and their academic preparation for it. An ongoing series of colloquium speakers provides opportunities to discuss pressing issues of theory and practice with professionals in the vanguard of the field. Candidates are encouraged to affiliate with professional organizations such as **NASP, ISPA, APA, AERA, ABP, and MWERA** to keep abreast of current issues and developments in the profession. In an effort to encourage professional meeting attendance and active participation, some financial assistance is available to students. Participants in the doctoral level Proseminar (CIEP 533) course along with the program assistants arrange for a number of conversations among students, faculty, administrators, and staff related to a number of timely topics selected for discussion. The **topics selected for discussion during the past few years** included the following:

- Emerging theoretical frameworks for research on classroom learning
- Postmodernism
- "Consilience: The unity of knowledge"
- Philosophy of science and psychotherapy
- School reform
- "The vision thing"
- International achievement differences
- Social justice, diversity, and multiculturalism
- Technology
- "Straight talk about cognitive assessment and diversity"
- Behavioral Consultations
- Functional analyses of academic performance problems
- The role of assessment in a learning culture
- Preparing graduate candidates for the professorate
- The new paradigm wars: Is there room for rigorous practitioner knowledge in schools and universities?
- Pinpointing aspects of state-of-the-art of curriculum theorizing and research
- Advancing the field or taking center stage: The white movement in multicultural education
- Reconsidering Marx in post-Marxist times: A requiem for postmodernism
- Contested terrain: A history of educational research in the United States
- The awful reputation of educational research
- A reexamination of early 0-3 intervention efforts
- Common grounds
- Contemporary grounds
- Program development contexts
- Grant writing
- Developing a new academic course

TECHNOLOGY/COMPUTER SKILLS

Certain elementary computer skills are considered to be essential tools for graduate study and research. These skills include word processing, PowerPoint, video, databases, spreadsheets, and graphics. Candidates who do not enter with such skills should plan to develop them during their first semester of study. The library and information technologies staffs regularly offer free or inexpensive short courses to help members of the university community develop these skills. Several required courses within the program teach more specialized computer uses for that the skills named above are considered to be a prerequisite.

FIELD PLACEMENTS AND PROFESSIONAL ISSUES

A series of professional field experience components are built into several courses (CIEP 410, 414, 461, 462, 463, 477, 479, 480, 481, 482, 483, 485) and are designed to provide a series of direct experiences and observations within the context of the profession of school psychology. Additionally, within the classroom, seminars in educational psychology and school psychology (CIEP 462) provide instruction in topics such as ethical standards, legal issues, areas of research, and research methodology. Candidates also have opportunities to learn from the experiences of each other (e.g., through meetings with current and prospective interns, and/or by attending the dissertation defenses of candidates completing their degrees).

PROGRAM PLAN

During the first semester, each candidate is expected to meet with his/her advisor to arrange for the transfer of graduate credit. In addition, this is the time when the candidate and the advisor fill out a program plan that is designed to serve as official documentation for a student's program of study. It is the student's responsibility to update this program plan each semester.

TRANSFER CREDIT

The Ed.S. Course Transfer Sheet is presented in another document on the School Psychology website under "Forms". Transfer courses **MUST** be graduate level courses with a grade of B or better. Transfer courses must have been taken within 5 years prior to acceptance into Loyola's program of studies.

All candidates accepted in the School Psychology program at Loyola must complete all core courses at Loyola, unless the core courses were taken within a NASP approved program. This rule applies to all candidates who transfer graduate course credits from another institution. The core program courses are: Legal Issues (CIEP 410); Practicum (CIEP 461/463); Seminar in Professional School Psychology (CIEP 462); Academic Assessment & Interventions (CIEP 477); School Based-Consultation (CIEP 479); Assessment of School Age Children and Adults (CIEP 480); Assessment of Infants and Preschool Children (CIEP 481); Personality Assessment (CIEP 482); Social, Emotional, Behavioral Assessment and Interventions (CIEP 485); and the Internship (CIEP 486).

- Candidates entering the School Psychology program with a bachelor's degree may transfer in up to 6 semester hours of graduate credits from another institution.
- With program approval, an applicant may take two courses at Loyola as an unclassified candidate prior to formal acceptance into the School Psychology program of studies. It should be noted that only **6 semester** hours taken as an **unclassified candidate at Loyola** may be counted towards a degree.
- When a candidate enters the School Psychology program with a Master's Degree, up to 6 graduate semester hours may be transferred into the Ed.S. program from the Master's Degree program of studies. These candidates will not obtain the M.Ed. degree in Educational Psychology at Loyola. They will be directly admitted to the Educational Specialist level program of studies. For candidates with a preexisting Master's Degree, a minimum of 30 hours of graduate level coursework towards the Ed.S. degree must be completed at Loyola University.

CANDIDATE RESPONSIBILITIES

The Ed.S. program of studies is administered through the office of the School of Education Dean. The candidate is responsible for staying abreast of all School of Education requirements and deadlines. In addition, it is the students' responsibility to see that all program requirements are met and accurately recorded. It is also the students' responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing. These must be made

in writing from the candidate to the advisor; from the advisor to the program director; from the program director to the Dean of the School of Education.

It should be noted that all candidates are expected to have a strong commitment to social justice, the well being of others, the cultivation of self-awareness, and a tolerance for cultural and individual differences.

EVALUATION OF CANDIDATES

The candidate must remain in good standing with respect to meeting the personal and professional standards set by the program faculty. Candidates must receive a grade of "B" or better in the program core courses (CIEP 410, 461/463, 462, 477, 479, 480, 481, 482, 485, 486, 550, 544). If a candidate receives a grade of "C" in a core course, the course must be repeated. The candidate may not receive more than two grades of C or lower throughout the program.

There are specific benchmark assessments within the M.Ed./Ed.S. program. Candidates are formally evaluated at the completion of their first year of study to determine if they will formally matriculate to the Ed.S. degree program. Candidates must formally apply for the practicum experiences, which is another assessment point. Candidates will **not** be enrolled in the practicum if they do not have the practicum pre-requisites. During the course of the student's practicum experiences and prior to granting approval to the candidate to pursue a school psychology internship, the program faculty and practicum supervisors systematically review the student's progress. The areas reviewed include the following:

- Acquisition of a sufficient knowledge base.
- Ability to handle professional matters carefully and with dispatch.
- Demonstration of adequate skills with respect to relating to clients, school personnel, and other professional persons.
- Demonstration of adequate assessment, consultation, intervention, and report writing skills.
- Receipt of positive evaluative feedback from the school and/or other agency personnel.
- All Core School Psychology Courses must be passed with a grade of "B" or better (CIEP 410, 461, 463, 462, 477, 479, 480, 481, 482, 485).
- No more than two "C's" can be received throughout the program (these include courses that have been repeated).

Finally, it should be noted that should a candidate receive a grade of "C" or lower in either practicum core course, the candidate would not be granted permission to pursue an internship. Such a candidate would only be given an additional opportunity to enroll in another practicum at the discretion of the School Psychology Program director, and in consultation with the other program faculty. Should the candidate continue not to distinguish himself/herself in the practicum, the candidate would be counseled out of the program.

Candidates also are evaluated on an annual basis as required by the NCATE and NASP guidelines. An annual letter is sent regarding this evaluation at the end of January each year. The professional school psychologist must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice. We have outlined the criteria for evaluating dispositions in another document on the School Psychology website under "Forms". We will utilize this document as we review candidate progress under NCATE guidelines on an annual basis.

DATE OF ADMISSION

Unless determined otherwise, candidate's date of admission determines the rules under which the program requirements must be met. It is the candidates's responsibility to know and to follow those regulations and any additional regulations including deadlines applicable to them. If the candidate's program of studies must be interrupted, a leave of absence should be requested in writing to the Graduate Dean of the School of Education.

EDUCATIONAL SPECIALIST LEVEL REQUIREMENTS

The Loyola University Chicago Educational Specialist degree is a full-time program to be completed in 3 years and 2 summers.

INCOMPLETE GRADES

Candidates are expected to complete all work for courses by the end of the term in which the courses were taken. However, if a candidate and the instructor make arrangements in advance, a candidate may receive a grade of "/ (Incomplete) at the end of the term. The candidate must complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor.

The candidate **must complete** and submit all outstanding work to the instructor **within *one calendar year*** of the assignment of the "/" grade. The candidate and instructor must petition The Graduate School of Education for a change of grade after the one-year deadline. The Graduate School of Education will not approve a change of grade if the candidate does not complete and submit the work to the instructor within **one** year of the assignment of an "/" grade.

If the candidate completes and submits all outstanding work to the instructor within *one term* of the assignment of the "/" grade, the "/" grade will be erased from the student's record and the evaluative grade entered in its place (for purposes of incomplete grades, the summer sessions are counted together as one term). In all other cases, the "/" grade will remain on the student's record along with the evaluative grade (e.g., *I/B*).

PROFESSIONAL DRESS CODE

(For all School Psychology candidate for visits, shadowing, practicum and internship)

As a candidate from Loyola University School Psychology Program you serve as its representative when you are in the field. We want to assure that you are aware of some guidelines which will allow you to reflect positively on the program and yourself. It is important that you present yourself in a professional manner both in your performance and your appearance.

Your clothing should be clean, pressed and mended and should, in general, follow guidelines for business casual. This includes:

For men:

Pants (not denim)

Dress shirts with collar; knit shirts (polo/golf style) with collar; or turtlenecks with full fold-over collars (shirts of all kinds must be tucked in), or sweaters worn with a shirt beneath if V-neck

Shoes (no sneakers, flip-flops or crocs)

For women:

Pants (not denim)

Skirts or dresses of appropriate length (no more than 2 inches above the knee)

Tops should be modest

Shoes (no sneakers, flip flops or crocs)

NO:

Jeans
Low rider pants
Tears, ragged hems, cargo pants or decorative hardware on pants
Gym shoes
Tank tops
Spaghetti straps
Shorts
Mini skirts
Cleavage showing
Underwear showing
Midsections showing between top and pants

If you follow these guidelines you will be treated in the schools as a professional. As you visit schools and enter the work force as a practicum student or intern you will also need to be mindful of the rules of the schools in which you are working.

Additionally as you plan to interview for internship and jobs the current recommendation is to wear professional business attire not business casual.

TIME LIMITS FOR THE COMPLETION OF THE ED.S. PROGRAM OF STUDIES

Regulations for Ed.S. candidates stipulate that candidates **must complete all Ed.S. requirements within five years**. The five-year limitation exists because in most fields of study, knowledge is expanding so rapidly that it is difficult for many professionals to keep abreast of cutting edge developments in their field. In conferring an Educational Specialist degree, the program is certifying that degree holders are current in their knowledge base. If a candidate goes beyond the time limit, it is difficult for the faculty to provide this certification.

EXTENSIONS AND LEAVES OF ABSENCE

It is recognized that some candidates may have a legitimate reason for not completing their degree requirements within the five year time-span (illness, family commitments, a major job change, etc.). With sufficient reason, a candidate can request a **short time extension and/or leave of absence**. The latter, in effect, "stops the clock". This is done in the following manner:

- 1) Submit a formal request in writing to your advisor.
- 2) The letter should specify the reasons for the request and should include the specific timetable the candidate intends to follow.
- 3) The advisor will send your letter and his/her recommendation regarding your request to the program director.
- 4) The program director makes recommendations to the appropriate dean regarding such requests. Normally, the dean follows the program director's recommendations.

The candidate will be notified in writing by the appropriate dean who will indicate whether or not the student's request has been approved. The candidate will also be informed of the length of the time extension and/or leave of absence. Normally, short extensions of time to complete program requirements are granted as long as the candidate has made satisfactory progress over the year prior to seeking the time extension. One common error candidates make is to assume, on the basis of informal discussions, that they can automatically extend their work beyond the time limit. In sum, **time extensions and/or leaves of absence must be documented in writing**.

CHANGING ACADEMIC ADVISORS

The candidate will be assigned an initial academic advisor upon entering the program. It is always possible to change the assigned academic advisor. To make the change, put the request in writing and send copies to the current advisor, the new advisor, the program director, and the admission's office. We expect to receive such requests since, when the candidate is first accepted into the program, we don't know the candidate well enough to determine the best fit. However,

the school psychology program director may determine that a student must remain with their original advisor or at the school psychology program director's discretion the student's academic advisor may be changed.

ASSISTANTSHIPS

Each program of studies offers a very limited number of graduate assistantships to its full time candidates each year. Typically, these assistantships are awarded to 2nd year or doctoral level students. Those candidates receiving awards are expected to be enrolled full-time and perform research, teaching, and administrative duties for their program for 10 to 20 hours per week, dependent on whether they receive a full or a half-time assistantship award.

The normal **deadline** for receipt of all application materials for graduate assistantships is **February 1st for the following academic year**. Application forms may be obtained from the Graduate School of Education Office. The normal notification period for those awarded assistantships is by the second week in May.

Typically, all awards are for one academic year; incumbents are encouraged to reapply for subsequent years. If an incumbent reapplies, an assistantship application should be submitted again, along with a Financial Aid Form that can be picked up from the Financial Aid Office.

Tuition remission is granted only for those courses in which the assistant is completing program requirements. Ordinarily, tuition credit for two courses during the summer session will be approved. An assistant registering for more than three courses during the fall or spring semester must have the approval of the department chairperson or program director.

In cases of resignation, the graduate assistant should write a formal letter to the chairperson of the department as soon as possible so that a replacement may be found.

CERTIFICATION AS A SCHOOL PSYCHOLOGIST

In order to be certified as a school psychologist in Illinois, candidates must successfully complete the Ed.S. School Psychology sequence of courses, pass the Illinois Basic Skills Test, and pass the Illinois School Psychology Content Area (School Psychology) exam. Passing the Basic Skills Test is a prerequisite to being admitted to the Ed.S. program of studies. It is recommended that the School Psychology Content Area Exam is completed during the summer prior to the internship year.

QUALIFYING INFORMATION FOR CERTIFICATION

Beginning in the fall semester, 2007, the School of Education (SOE) will be requiring a fingerprint-based Illinois State Police criminal background check based on the Uniform Conviction Information Act (UCIA) for all candidates in certificate programs. This one-time background check should be delivered by the Candidate to SOE in a **sealed, unopened envelope** and will be valid for admittance to the School of Education Clinical Experiences, Student Teaching, Practicum, and Internships. **Candidates who do not successfully pass the criminal background check will not be allowed to participate in any clinical experiences and/or a hold on the next semester's registration.** (If a candidate is uncomfortable submitting the results of a background check, he or she may opt to open the envelope **in the presence** of a SOE official.) Individual results will not be shared with placement sites.

PROGRAM FACULTY

Gina Coffee is a nationally certified school psychologist. As an assistant professor within the School Psychology program at Loyola University Chicago, she teaches courses in academic and behavioral assessment and intervention, consultation, and research methods. Her research and teaching interests include evidence-based prevention and intervention, consultation, the prevention of health-risk behaviors in school-aged children, and the use of single-case research design. Currently, she is evaluating the effects of reading and math interventions, collaborating with researchers from various disciplines at Loyola as well as community practitioners to promote the prevention of health-risk behaviors in children, and examining ways to facilitate generalization of teachers' consultation-related skills.

Pamela Fenning is a certified school psychologist and a licensed clinical psychologist in Illinois and program director for the Research and Psychology program at Loyola University Chicago. Her teaching interests focus on positive behavioral interventions and supports, the development of proactive discipline policies, as well as prevention and intervention strategies for candidates with disruptive behavior disorders. She teaches courses in school-based consultation and the educational needs of exceptional children, systems level consultation and crisis prevention and intervention strategies. She is conducting research on effective discipline policies and strategies with ethnically and culturally diverse children and adolescents. A related research interest concerns integrating positive behavioral supports into discipline practice and procedures. She is co-chair of the NASP Child and Professions Committee and serves as an ad hoc reviewer for the School Psychology Review, is on the editorial board of Journal of School Violence, and serves on the NASP Child and Professional Relations Committee.

Lynne Golomb is a nationally certified school psychologist and is currently the program director for the Research and Psychology Affinity Group at Loyola University Chicago. She was previously a practicing school psychologist in a developmental 0-3 program and is a well-known advocate for early assessments and interventions for disabled children. She brings over twenty years of experience as a school-based practitioner to her role as well as over twenty years supervising the school psychology clinical programs. She is interested in early intervention strategies and providing all children with the tools to reach their potential. She is beginning a collaborative project with the inclusion preschools this academic year. She is also working in a collaborative project with a major medical center and legal advocacy group bringing services to children who are being underserved in the schools at this time. She is currently working on research related to the synergy between University training programs and school district expectations for intern school psychologists. She has worked extensively with the programs in Illinois to develop innovative and meaningful internship experiences which provide the Loyola students the tools to be outstanding professionals in the field.

Diane Morrison is a nationally certified school psychologist and is the Director of the Center for School Evaluation, Intervention and Training at Loyola University Chicago. Dr. Morrison started her career in school psychology with the LaGrange Area Department of Special Education in LaGrange, Illinois and has also worked with Wheaton School District 200 in Wheaton, Illinois. She recently retired as the Director of Support Services for the Northern Suburban Special Education District in Highland Park, Illinois where she coordinated and supervised the direct services staff. She was also responsible for coordinating the district's Flexible Service Delivery / Problem Solving and Response to Intervention initiatives. Currently, Dr. Morrison is on the faculty of Loyola University Chicago, School of Education. She also serves as a consultant for numerous school districts and cooperatives across Illinois. She serves on several committees for the National Association of School Psychologists including the Blueprint Committee that recently published its third edition of School Psychology: A Blueprint for Training and Practice.

David P. Prasse is the Dean of the School of Education. He also serves as a Professor in the School Psychology program. He is a licensed psychologist, nationally certified school psychologist and a fellow in the American Psychological Association. With 30 years of professional experience in school psychology, he has authored or co-authored scores of articles and book chapters. His research and writing focuses on legal issues in school psychology and special education with emphasis on reform of service delivery in school psychology and special education. He has presented at state and national conferences with recent presentations emphasizing environmental assessment systems and applicability of IDEA to special education reforms. He has consulted extensively with state departments of education and many local school districts on implementing response to intervention systems. His teaching interests focus on professional development and assessment strategies for classroom-based interventions. His innovations in the field of RTI and legal issues has an important impact on the program focus.

David Shriberg is a certified school psychologist who joined the Loyola faculty in Fall 2006. His teaching interests include role and functions of the school psychologist, diversity/social justice issues in education, leadership/systems change in schools, and mental-health service delivery in schools. He is the co-editor of Practicing Leadership: Principles and Applications, which is

published by Wiley and is now in its fourth edition. He also has published extensively on the topic of school psychology and social justice, including guest editing special topic journal issues on "School Consultation and Social Justice" and "Teaching for Social Justice in School Psychology Graduate Programs." He was recently named an Associate Editor of the Journal of Psychological and Educational Consultation. He also is very active in numerous professional organizations, including serving as the founder and co-chair of the "Social Justice Interest Group" within the National Association of School Psychologists and as the president-elect (2009-10) of Trainers of School Psychologists. He has worked as a school psychologist in a variety of settings, including urban and suburban school districts. He is currently the president of TSP (Trainers of School Psychologists).

Martha Ellen Wynne has expertise in the traditional Educational Psychology areas of learning, development, and research methodology, particularly survey research design and construction. Currently, she is teaching in both the School Psychology and Research Methodology programs. Her longstanding interest in the welfare of children with emotional and behavioral problems is reflected in teaching counseling microskills, Life Space Crisis Intervention skills, and group social skills training within the context of the course Social Emotional and Behavioral Assessment and Interventions as well as Legal Issues: Educational Disabilities. In addition, with several doctoral and Ed.S. students, she directs a Research Team that focuses on home-school relationships and adult outcomes of students with childhood behavioral disorders. As a former Due Process Hearing Officer for the State of Illinois, she currently engages in extensive child advocacy work to empower parents of children with special needs to obtain equitable services under existing federal and state law. Most of these efforts are on behalf of parents who are socioeconomically unable to pursue their children's rights to a FAPE as envisioned by the congressional authors of IDEIA 2004. In addition, She moderates an on-line parent support group to increase parental effectiveness as advocates for their children.

Michael Boyle is a certified school psychologist and is the Assistant Director for the Center for Catholic School Effectiveness at Loyola University Chicago. He has worked in education in a variety of settings and roles. As a school psychologist at both the high school and elementary levels, he worked with students across a broad range of areas of exceptionality. He has also served as an administrator at both the building and central office levels. He has provided staff development programs to a number of educational agencies in the areas of differentiation, school-based problem solving teams, curriculum development, and issues in special education and brings his varied experiences to the program.

The School Psychology Program at Loyola is enhanced by the part-time faculty who bring a wide range of diverse experiences to the program and add their clinical expertise to the academic setting. These include but are not limited to:

Ross Pesce is a nationally certified school psychologist and licensed clinical psychologist. He is a recognized expert in Violence prevention, and uses this knowledge in his teaching. As a bilingual school psychologist his years of experience and expertise enhance the program. He is a Past President of the Illinois School Psychologists Association and a National Association of School Psychologists School Psychologist of the year, 2001. He has worked with the Loyola Program as a regular contributor to the program and teaches the practicum class bringing his knowledge to our students in the classroom and in the field.

Kathy Loomos is currently a certified school psychologist and full-time school psychologist in the Chicago Public School system. She brings her real life assessment and report-writing skills to Loyola's classroom and provides current examples to Loyola's students in her School-Aged Assessment course (CIEP 480). She is President elect of the Illinois School Psychologists Association, and currently holds a Region Director position within that organization.

Renee Lewin is a certified school psychologist who currently is working as a consulting psychologist at Keshet Day School & Hope Institute Learning Academy. In the past she has taught I have also taught the Exceptional Child (CIEP 401), Cognitive Assessment of School-Aged Children (CIEP 480), as well as the Infant and Preschool Assessment course (CIEP 481).

John Forde is a certified school psychologist for the Northwest Suburban Special Education Organization. His practical experiences include working with a diverse range of special needs students. Current work includes working with students with multiple disabilities, children with autism, other health impairments, hard of hearing, and orthopedic impairments. He has worked for many years with children identified with an emotional disability as their primary disability. John is a certified trainer of the Crisis Prevention Institute. He specializes in working with students with significant behavioral challenges. He is the PBIS Internal Coach for NSSEO's Kirk School for special needs students. He has an Administrative Endorsement. John was a special education classroom teacher previous to becoming a school psychologist. John received an undergraduate degree in psychology from the

University of Illinois-Urbana. He received a Master's Degree in Special Education from Northeastern Illinois University. He received a Ph.D. degree in School Psychology from the University of Iowa.

Dennis Simon is a certified school psychologist and licensed clinical psychologist. He also is currently the director of NSSEO Westbrook Therapeutic Day School and specializes in assessment, treatment, and program development for children and adolescents with severe emotional, behavioral, and learning disorders. His therapeutic orientation emphasizes cognitive-behavioral, systemic, and systematic social and coping skills training approaches, and his current interests are focused on differential treatments and interventions within the school setting for children exhibiting varying psychological disorders, with a particular emphasis on neurobehavioral disorders.